



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 10571239  
SAU: Falmouth School Department  
School: Plummer-Motz School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science and Technology Results .....	10-12

# SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

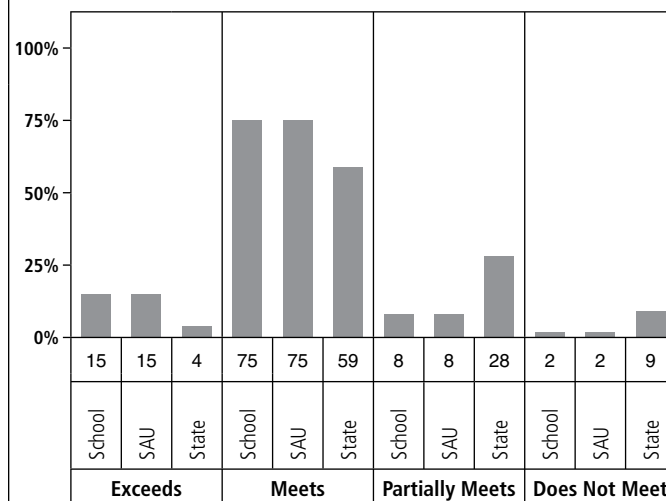
SAU: Falmouth School Department

School: Plummer-Motz School

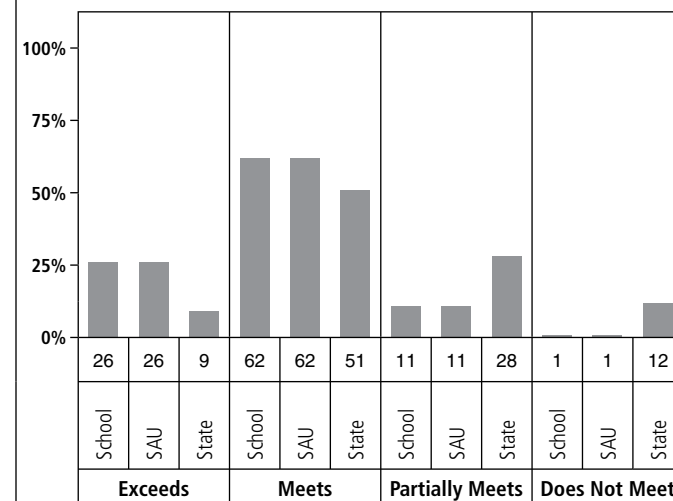
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	452	451	444
2006–2007	454	454	445
<b>2007–2008</b>	<b>453</b>	<b>453</b>	<b>445</b>
Cum. Avg. *	453	453	445
<b>Mathematics</b>			
2005–2006	454	454	444
2006–2007	455	455	445
<b>2007–2008</b>	<b>455</b>	<b>455</b>	<b>445</b>
Cum. Avg. *	455	455	445
<b>Science &amp; Technology</b>			
2005–2006	447	447	444
2006–2007	449	449	444
<b>2007–2008</b>	<b>449</b>	<b>449</b>	<b>444</b>
Cum. Avg. *	448	448	444

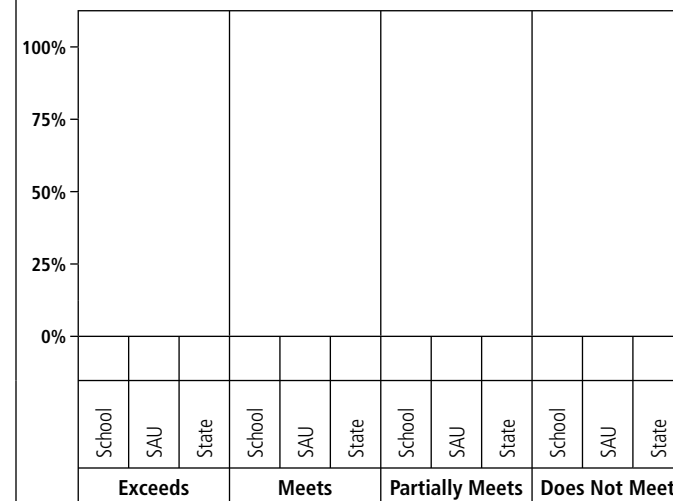
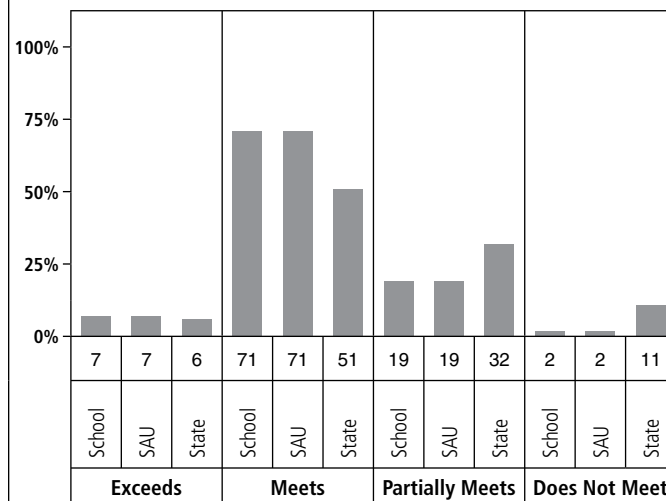
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 4  
SAU: Falmouth School Department  
School: Plummer-Motz School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																											
							ELA-Reading						Mathematics						Science and Technology															
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	175	100	175	100	14207	100	175	100	175	100	14181	100	175	100	175	100	14123	100	175	100	175	100	14115	99										
Ethnicity African American/Black	1	1	1	1	390	3	1	100	1	100	388	99	1	100	1	100	388	99	1	100	1	100	386	99										
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100										
Asian or Pacific Islander	7	4	7	4	263	2	7	100	7	100	259	98	7	100	7	100	262	100	7	100	7	100	262	100										
Hispanic	1	1	1	1	170	1	1	100	1	100	168	99	1	100	1	100	166	98	1	100	1	100	166	98										
Caucasian/White	166	95	166	95	13282	93	166	100	166	100	13264	100	166	100	166	100	13205	100	166	100	166	100	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	26	15	26	15	2524	18	26	100	26	100	2514	100	26	100	26	100	2498	99	26	100	26	100	2494	99										
Current LEP	3	2	3	2	385	3	3	100	3	100	377	98	3	100	3	100	383	99	3	100	3	100	380	99										
Economically disadvantaged	7	4	7	4	5587	39	7	100	7	100	5569	100	7	100	7	100	5538	99	7	100	7	100	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100										

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	155	89	155	89	10755	76	157	90	157	90	10730	76	155	89	155	89	10776	76						
Identified disability (PET/IEP)	9	6	9	6	375	3	10	6	10	6	374	3	8	5	8	5	384	4						
LEP	1	1	1	1	148	1	1	1	1	1	148	1	1	1	1	1	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	20	11	20	11	3298	23	18	10	18	10	3267	23	20	11	20	11	3215	23						
Identified disability (PET/IEP)	17	85	17	85	2013	61	16	89	16	89	1998	61	18	90	18	90	1986	62						
LEP	2	10	2	10	225	7	2	11	2	11	233	7	2	10	2	10	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	2	10	2	10	1046	32	1	6	1	6	1023	31	1	5	1	5	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Falmouth School Department  
School: Plummer-Motz School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	21	11	21	11	601	4
	2006-2007	30	18	30	18	507	4
	<b>2007-2008</b>	<b>26</b>	<b>15</b>	<b>26</b>	<b>15</b>	<b>559</b>	<b>4</b>
	Cum. Total*	77	15	77	15	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	144	78	144	78	7910	57
	2006-2007	125	76	125	76	8749	63
	<b>2007-2008</b>	<b>132</b>	<b>75</b>	<b>132</b>	<b>75</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	401	77	401	76	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	18	10	18	10	3970	29
	2006-2007	9	5	9	5	3467	25
	<b>2007-2008</b>	<b>14</b>	<b>8</b>	<b>14</b>	<b>8</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	41	8	41	8	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	1	1	2	1	1421	10
	2006-2007	0	0	1	1	1165	8
	<b>2007-2008</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	4	1	6	1	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	35.6	74.2	35.6	74.2	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	18.5	77.1	18.5	77.1	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	17.1	71.3	17.1	71.3	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Falmouth School Department  
 School: Plummer-Motz School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	175	26	15	132	75	14	8	3	2	453	175	15	75	8	2	453	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	1										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	7	1	14	5	71	0	0	1	14	453	7	14	71	0	14	453	259	6	61	22	11	445
Hispanic	1										1						164	0	45	38	16	440
Caucasian/White	166	25	15	126	76	13	8	2	1	453	166	15	76	8	1	453	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	26	0	0	20	77	3	12	3	12	446	26	0	77	12	12	446	2388	0	29	44	26	437
No	149	26	17	112	75	11	7	0	0	454	149	17	75	7	0	454	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	3										3						373	1	32	35	32	436
No	172	25	15	132	77	13	8	2	1	453	172	15	77	8	1	453	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	7	0	0	4	57	3	43	0	0	443	7	0	57	43	0	443	5502	1	47	37	14	441
No	168	26	15	128	76	11	7	3	2	454	168	15	76	7	2	454	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	175	26	15	132	75	14	8	3	2	453	175	15	75	8	2	453	14048	4	59	28	9	445
<b>Gender</b>																						
Female	88	20	23	65	74	2	2	1	1	455	88	23	74	2	1	455	6959	5	61	26	8	446
Male	87	6	7	67	77	12	14	2	2	451	87	7	77	14	2	451	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	0	37	46	17	439
No	175	26	15	132	75	14	8	3	2	453	175	15	75	8	2	453	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	21	74	4	0	456
No	175	26	15	132	75	14	8	3	2	453	175	15	75	8	2	453	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 4  
 SAU: Falmouth School Department  
 School: Plummer-Motz School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	100	0	0	0	0	456	1	0	100	0	0	456	5	1	42	36	21	440
B. less than one hour	87	20	13	118	78	11	7	3	2	453	87	13	78	7	2	453	74	4	62	27	7	445
C. one to two hours	11	5	25	12	60	3	15	0	0	453	11	25	60	15	0	453	18	5	59	29	7	446
D. more than two hours	1	1	100	0	0	0	0	0	0	464	1	100	0	0	0	464	2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	33	8	14	45	79	3	5	1	2	452	33	14	79	5	2	452	30	6	63	24	7	446
B. They match some of what I have learned.	60	18	17	79	75	8	8	0	0	455	60	17	75	8	0	455	52	4	63	27	6	446
C. They match just a little of what I have learned.	7	0	0	7	58	3	25	2	17	443	7	0	58	25	17	443	12	2	46	37	15	441
D. There is no match.	0										0						5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	32	15	27	34	62	5	9	1	2	455	32	27	62	9	2	455	35	7	66	20	6	448
B. good	57	9	9	82	84	5	5	2	2	453	57	9	84	5	2	453	51	3	60	29	7	445
C. fair	10	1	6	13	72	4	22	0	0	447	10	6	72	22	0	447	12	1	44	40	16	440
D. poor	1	0	0	2	100	0	0	0	0	449	1	0	100	0	0	449	2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	25	4	9	32	74	4	9	3	7	450	25	9	74	9	7	450	19	2	46	34	17	442
B. about the same as my regular schoolwork	68	19	16	90	76	10	8	0	0	454	68	16	76	8	0	454	62	5	64	26	5	446
C. easier than my regular schoolwork	7	3	25	9	75	0	0	0	0	455	7	25	75	0	0	455	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	8	1	7	8	57	2	14	3	21	445	8	7	57	14	21	445	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	58	9	9	82	81	10	10	0	0	452	58	9	81	10	0	452	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	34	16	28	40	69	2	3	0	0	457	34	28	69	3	0	457	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	20	11	31	22	63	2	6	0	0	458	20	31	63	6	0	458	18	7	64	22	7	447
B. 20 minutes to an hour	67	13	11	92	79	9	8	2	2	452	67	11	79	8	2	452	55	4	64	26	6	446
C. less than 20 minutes	8	1	8	11	85	1	8	0	0	451	8	8	85	8	0	451	14	2	53	33	12	443
D. I rarely read at home.	5	0	0	6	67	2	22	1	11	446	5	0	67	22	11	446	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	22	4	11	25	71	5	14	1	3	453	22	11	71	14	3	453	23	3	50	34	13	442
B. six to ten pages	27	3	7	35	81	3	7	2	5	450	27	7	81	7	5	450	25	3	60	29	8	444
C. eleven or more pages	52	15	18	63	76	5	6	0	0	454	52	18	76	6	0	454	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Falmouth School Department  
School: Plummer-Motz School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	43	23	43	23	1294	9
	2006-2007	37	23	37	22	1054	8
	<b>2007-2008</b>	<b>45</b>	<b>26</b>	<b>45</b>	<b>26</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	125	24	125	24	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	118	64	118	64	7000	50
	2006-2007	111	68	111	67	7394	53
	<b>2007-2008</b>	<b>109</b>	<b>62</b>	<b>109</b>	<b>62</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	338	65	338	64	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	22	12	22	12	3784	27
	2006-2007	14	9	15	9	3729	27
	<b>2007-2008</b>	<b>19</b>	<b>11</b>	<b>19</b>	<b>11</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	55	11	56	11	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	1	1	2	1	1894	14
	2006-2007	2	1	2	1	1735	12
	<b>2007-2008</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	5	1	6	1	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	11.5	76.7	11.5	76.7	9.5	63.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	10.4	74.3	10.4	74.3	9.1	65.0
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	4.1	82.0	4.1	82.0	3.4	68.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	10.9	77.9	10.9	77.9	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Falmouth School Department  
 School: Plummer-Motz School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	175	45	26	109	62	19	11	2	1	455	175	26	62	11	1	455	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	1										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	7	3	43	3	43	1	14	0	0	454	7	43	43	14	0	454	262	14	51	23	12	447
Hispanic	1										1						162	4	41	34	21	440
Caucasian/White	166	42	25	105	63	17	10	2	1	455	166	25	63	10	1	455	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	26	2	8	18	69	4	15	2	8	447	26	8	69	15	8	447	2372	3	31	36	30	436
No	149	43	29	91	61	15	10	0	0	456	149	29	61	10	0	456	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	3										3						381	4	33	28	35	435
No	172	44	26	108	63	19	11	1	1	455	172	26	63	11	1	455	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	7	0	0	5	71	2	29	0	0	447	7	0	71	29	0	447	5472	5	41	35	19	440
No	168	45	27	104	62	17	10	2	1	455	168	27	62	10	1	455	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	175	45	26	109	62	19	11	2	1	455	175	26	62	11	1	455	13992	9	51	28	12	445
<b>Gender</b>																						
Female	88	24	27	55	63	9	10	0	0	456	88	27	63	10	0	456	6933	9	50	29	12	445
Male	87	21	24	54	62	10	11	2	2	453	87	24	62	11	2	453	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	2	34	41	23	438
No	175	45	26	109	62	19	11	2	1	455	175	26	62	11	1	455	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	45	49	5	0	461
No	175	45	26	109	62	19	11	2	1	455	175	26	62	11	1	455	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: Falmouth School Department  
School: Plummer-Motz School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	100	0	0	0	0	454	1	0	100	0	0	454	5	6	34	33	27	438
B. less than one hour	87	40	26	94	62	16	11	2	1	455	87	26	62	11	1	455	74	10	52	28	10	446
C. one to two hours	11	5	25	13	65	2	10	0	0	453	11	25	65	10	0	453	18	10	52	28	10	446
D. more than two hours	1	0	0	1	100	0	0	0	0	460	1	0	100	0	0	460	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	41	20	28	43	61	7	10	1	1	455	41	28	61	10	1	455	38	13	56	23	8	448
B. They match some of what I have learned.	51	20	23	57	66	10	11	0	0	454	51	23	66	11	0	454	48	8	52	29	10	445
C. They match just a little of what I have learned.	6	2	18	8	73	1	9	0	0	456	6	18	73	9	0	456	10	4	35	39	22	439
D. There is no match.	2	1	33	1	33	0	0	1	33	443	2	33	33	0	33	443	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	40	23	33	45	65	1	1	0	0	459	40	33	65	1	0	459	35	16	55	20	8	449
B. good	47	20	25	49	60	10	12	2	2	453	47	25	60	12	2	453	48	7	52	31	11	445
C. fair	11	1	5	11	58	7	37	0	0	446	11	5	58	37	0	446	14	3	41	38	18	440
D. poor	1	0	0	2	100	0	0	0	0	447	1	0	100	0	0	447	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	12	3	14	13	62	4	19	1	5	449	12	14	62	19	5	449	15	4	38	33	25	439
B. about the same as my regular schoolwork	63	30	28	65	60	13	12	0	0	455	63	28	60	12	0	455	64	10	54	28	9	446
C. easier than my regular schoolwork	25	12	29	28	67	1	2	1	2	457	25	29	67	2	2	457	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	13	5	22	17	74	1	4	0	0	455	13	22	74	4	0	455	23	8	47	29	16	443
B. two or three days a week	55	24	25	63	66	7	7	1	1	455	55	25	66	7	1	455	36	11	54	27	9	447
C. two or three times each month	26	15	34	19	43	9	20	1	2	455	26	34	43	20	2	455	25	10	53	27	10	446
D. never or almost never	6	0	0	9	90	1	10	0	0	449	6	0	90	10	0	449	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	1	0	0	2	100	0	0	0	0	454	1	0	100	0	0	454	5	3	30	33	33	436
B. two or three days a week	34	14	24	38	64	5	8	2	3	454	34	24	64	8	3	454	19	8	50	30	12	445
C. two or three times each month	39	18	27	44	66	5	7	0	0	456	39	27	66	7	0	456	38	11	55	26	8	447
D. never or almost never	26	13	29	24	53	8	18	0	0	454	26	29	53	18	0	454	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	3	0	0	1	20	3	60	1	20	432	3	0	20	60	20	432	8	3	33	38	25	438
B. 30–45 minutes	11	3	16	14	74	2	11	0	0	453	11	16	74	11	0	453	27	6	48	33	13	443
C. 45–60 minutes	29	10	20	37	73	3	6	1	2	453	29	20	73	6	2	453	38	11	54	26	9	447
D. more than 60 minutes	57	32	32	57	58	10	10	0	0	457	57	32	58	10	0	457	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Falmouth School Department  
School: Plummer-Motz School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	7	4	7	4	751	5
	2006-2007	15	9	15	9	963	7
	<b>2007-2008</b>	<b>13</b>	<b>7</b>	<b>13</b>	<b>7</b>	<b>882</b>	<b>6</b>
	Cum. Total*	35	7	35	7	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	126	68	127	69	7251	52
	2006-2007	110	67	111	67	6824	49
	<b>2007-2008</b>	<b>124</b>	<b>71</b>	<b>124</b>	<b>71</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	360	69	362	69	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	46	25	46	25	4514	32
	2006-2007	35	21	35	21	4382	32
	<b>2007-2008</b>	<b>34</b>	<b>19</b>	<b>34</b>	<b>19</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	115	22	115	22	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	5	3	5	3	1458	10
	2006-2007	4	2	4	2	1735	12
	<b>2007-2008</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	13	2	13	2	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.7	72.5	8.7	72.5	8.0	66.7
Cluster 2: Physical Sciences	12	25	8.0	66.7	8.0	66.7	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.9	65.8	7.9	65.8	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	9.0	75.0	9.0	75.0	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.



# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Falmouth School Department  
 School: Plummer-Motz School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	175	13	7	124	71	34	19	4	2	449	175	7	71	19	2	449	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	1										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	7	0	0	4	57	2	29	1	14	443	7	0	57	29	14	443	262	5	52	28	14	443
Hispanic	1										1						162	2	38	39	21	439
Caucasian/White	166	13	8	119	72	31	19	3	2	449	166	8	72	19	2	449	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	26	0	0	14	54	9	35	3	12	443	26	0	54	35	12	443	2370	2	32	41	25	437
No	149	13	9	110	74	25	17	1	1	450	149	9	74	17	1	450	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	3										3						379	1	25	35	39	433
No	172	13	8	123	72	33	19	3	2	449	172	8	72	19	2	449	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	7	0	0	2	29	5	71	0	0	441	7	0	29	71	0	441	5470	3	41	39	18	440
No	168	13	8	122	73	29	17	4	2	449	168	8	73	17	2	449	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	175	13	7	124	71	34	19	4	2	449	175	7	71	19	2	449	13986	6	51	32	11	444
<b>Gender</b>																						
Female	88	7	8	62	70	17	19	2	2	449	88	8	70	19	2	449	6929	6	49	33	12	443
Male	87	6	7	62	71	17	20	2	2	449	87	7	71	20	2	449	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1888	1	32	44	23	437
No	175	13	7	124	71	34	19	4	2	449	175	7	71	19	2	449	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	0										0						266	30	65	5	1	457
No	175	13	7	124	71	34	19	4	2	449	175	7	71	19	2	449	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Falmouth School Department

School: Plummer-Motz School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	100	0	0	0	0	460	1	0	100	0	0	460	5	4	37	36	22	439
B. less than one hour	87	13	9	109	72	26	17	4	3	449	87	9	72	17	3	449	74	6	53	31	10	444
C. one to two hours	11	0	0	13	65	7	35	0	0	448	11	0	65	35	0	448	18	7	52	32	8	445
D. more than two hours	1	0	0	1	100	0	0	0	0	460	1	0	100	0	0	460	2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	12	0	0	13	62	8	38	0	0	446	12	0	62	38	0	446	24	9	53	28	10	446
B. They match some of what I have learned.	44	7	9	56	74	12	16	1	1	450	44	9	74	16	1	450	49	6	54	31	9	445
C. They match just a little of what I have learned.	38	4	6	47	71	13	20	2	3	448	38	6	71	20	3	448	21	4	47	36	13	442
D. There is no match.	5	1	11	7	78	0	0	1	11	452	5	11	78	0	11	452	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	23	5	13	24	62	9	23	1	3	450	23	13	62	23	3	450	25	9	53	27	10	446
B. good	56	6	6	77	79	11	11	3	3	450	56	6	79	11	3	450	54	6	55	30	9	445
C. fair	20	1	3	22	63	12	34	0	0	446	20	3	63	34	0	446	19	3	43	40	15	441
D. poor	1	0	0	0	0	1	100	0	0	434	1	0	0	100	0	434	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	42	5	7	52	72	13	18	2	3	448	42	7	72	18	3	448	22	5	45	35	15	442
B. about the same as my regular schoolwork	50	6	7	61	71	19	22	0	0	450	50	7	71	22	0	450	62	7	53	31	9	445
C. easier than my regular schoolwork	8	1	8	10	77	1	8	1	8	451	8	8	77	8	8	451	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	5	0	0	6	75	2	25	0	0	446	5	0	75	25	0	446	24	7	48	33	12	444
B. a few times a week	64	6	5	81	73	22	20	2	2	449	64	5	73	20	2	449	53	7	54	31	9	445
C. once a week	16	2	7	17	63	6	22	2	7	447	16	7	63	22	7	447	9	6	46	33	15	442
D. a few times a month	16	5	18	20	71	3	11	0	0	452	16	18	71	11	0	452	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	4	0	0	3	50	3	50	0	0	443	4	0	50	50	0	443	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	40	4	6	42	62	22	32	0	0	449	40	6	62	32	0	449	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	13	1	5	18	82	3	14	0	0	450	13	5	82	14	0	450	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	44	6	8	59	80	5	7	4	5	449	44	8	80	7	5	449	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number